Bournemouth University

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Health and Social Sciences

Final award(s), title(s) and credits

BA (Hons) Social Work. 360 Credits (180 ECTS); 120 (60 ECTS) at Level 6, 120 (60 ECTS) at Level 5 and 120 (60 ECTS) at Level 4 and successfully passed the first and final substantive placement units.

BA (Hons) Applied Social Studies: 360 Credits (180 ECTS) 120 (60ECTS) at Level 6 (80 at Level 6 + 40 at Level 6 from Sociology + programmes); 120 (60ECTS) at Level 5 and 120 (60ECTS) at Level 4.

BA Applied Social Studies. 320 credits; 80 at 6 Level, 120 at Level 5 and 120 at Level 4. Aegrotat awards will be titled 'Applied Social Studies''.

The award of BA (Hons) Social Work leads to eligibility to apply for registration with Social Work England

None of the awards titled 'Applied Social Studies' will confer eligibility to register for the professional award of social worker.

Intermediate award(s), title(s) and credits

Dip HE Social Studies. 120 Level 5 credits (60ECTS) are eligible for the award of Dip HE Applied Social Studies.
Cert HE Social Studies. 120 Level 4 credits (60 ECTS) are eligible for the award of Cert HE Applied Social Studies'

UCAS Programme Code(s) (where applicable and if known) L500	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100503

External reference points

The UK Quality Code for Higher Education;
QAA Benchmarks for Higher Education Qualifications (2012)
QAA Benchmarks for Social Work (2016)
The Professional Capabilities Framework (PCF) developed by the Social Work Reform Board and hosted by BASW provides a framework for social work education and practice.
DfE Framework for Social Work with Children and Families
Knowledge and Skills Statement for Child and Family Social Workers
Knowledge and Skills Statement for Social Workers in Adult Services

Professional, Statutory and Regulatory Body (PSRB) links

Social Work England 2019
a) Professional Standards https://www.socialworkengland.org.uk/standards/professional-standards/
b) Education and Training Standards https://www.socialworkengland.org.uk/standards/education-and-training-standards/

Places of delivery

Bournemouth University, Lansdowne Campus

Mode(s) of delivery Full-time	Language of delivery English

Typical duration 3 years Level 4: 1 year Level 5: 1 year Level 6: 1 year	
Date of first intake September 2019	**Expected start dates** September 2019
Maximum student numbers N/A	**Placements** Mandatory. 170 days split between two separate placements the first substantive placement of 70 days (Level 5) and the final substantive placement of 100 days (Level 6), plus 30 practice skills days. Placements are provided by statutory, independent and voluntary sector social work agencies and are identified and quality assured by the university and allocated by a matching process.
Partner(s) Not applicable	**Partnership model** Not applicable
Date of this Programme Specification August 2023	
Version number V1.2-0924	
Approval, review or modification reference numbers E20171892 EC 1920 16, approved 17/08/2020 EC 1920 45, approved 01/06/2020 FHSS 2021 02, approved 23/10/2020. Previously version 1.0-0920 EC 2021 11, approved 11/01/2021 EC 2021 80, approved 05/08/2022 FHSS 2223 12, approved16/03/2023. Previously version1.1-0922 EC 2223 45, approved 04/08/2023	
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PROGRAMME STRUCTURE

Programme Award and Title: BA (Hons) Social Work							

Year 1/Level 4
Students are required to complete all 6 core units

Unit Name	Core/ Option	No of credits	Assessment Element Weightings		Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Cwk 1	Cwk 2			
Foundations for Professional practice and research	Core	20	100%		30	1.0	100503
Law and Social Policy	Core	20	100%		30	1.0	100503
Learning from the lived experience	Core	20	100%		30	1.0	100503
Readiness for Direct Practice in Social Work	Core	20	100%		30	1.0	100503
Psychosocial perspectives of the Life Course	Core	20	100%		30	1.1	100503
Social exclusion and discrimination	Core	20	100%		30	1.0	100503

Progression requirements: Requires 120 credits at Level 4 including successful completion of *Readiness for Direct Practice in Social Work*

Exit qualification: Cert HE Applied Social Studies (requires 120 credits at Level 4)

Year 2/Level 5

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Practice Portfolio	Cwk 1	Cwk 2			
BA First Substantive Placement Part A (*Successful completion of Readiness for Direct Practice in Social Work (Level 4) is a pre-requisite to undertaking Practice Learning*)	Core	20		100%		35 days	1.1	100503
BA First Substantive Placement Part B (*Successful completion of Readiness for Direct Practice in Social Work (Level 4) is a pre-requisite to undertaking Practice Learning*)	Core	20	Pass/ Fail	100%		35 days	1.0	100503
Applying Social Work Models and Methods	Core	20		67%	33%	30	1.0	100503
Relationship Skills in Social Work	Core	20		50%	50%	30	1.0	100503
Social Justice and Social Work	Core	20		100%		30	1.0	100503
Research for Professional Practice	Core	20		100%		30	1.0	100503

Progression requirements: Requires 120 credits at Level 5 including successful completion of *First Substantive Placement.*

Exit qualification: Dip HE Applied Social Studies (requires 120 credits at Level 4 and 120 credits at Level 5 including successful completion of *First Substantive Placement*)

Placement: The BA (Hons) Social Work has 2 compulsory placements: First Substantive Placement 40 credits, 70 days full time; Final Substantive Placement 40 credits, 100 days full-time.

Year 3/Level 6								
Unit Name	**Core/ Option**	**No of credits**	**Assessment Element Weightings**			**Expected contact hours per unit**	**Unit versio n no.** .	**HECoS Code** (plus balanced or major/minor load)
			Practice	**Cwk 1**	**Cwk 2**			
Professional Practice with Adults	Core	20		100%		30	1.1	100503
Professional Practice with Children and their Families	Core	20		100%		30	1.0	100503
Understanding Mental health and substance Use	Core	20		100%		30	1.0	100503
Critical Literature Review	Core	20		100%		30	1.0	100503
BA Final Substantive Placement Part A (pre-requisite is successful completion of *First Substantive Placement Part A and Part B)*	Core – for BA (Hons) Social Work	20		100%		50 days	1.0	100503
BA Final Substantive Placement Part B (pre-requisite is successful completion of *First Substantive Placement (Part A and Part B)*	Core – for BA (Hons) Social Work	20	Pass/Fail	100%		50 days	1.0	100503
Dissertation*	Core – for BA (Hons) Applied Social Studies	40		100%		20	4.0	100962

Exit qualification: BA (Hons) Social Work

Full-time UG award: Requires 360 credits; 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6 including successful completion of Practice Learning at Level 5 and Level 6.

BA (Hons) Applied Social Studies: Requires 360 credits; 120 credits at Level 4; 120 at Level 5 and 120 at Level 6 (80 at Level 6 + 40 at Level 6 from Sociology + programmes).

BA Applied Social Studies: 320 credits; 80 at Level 6, 120 at Level 5 and 120 at Level 4.

*Students who choose not to undertake the BA Final Substantive Placement (or who fail a placement element) will be given the option to complete the Dissertation unit and will be awarded a BA (Hons) Applied Social Studies upon successful completion.

AIMS

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

PROGRAMME AIMS

In keeping with the QAA Benchmarks for Social Work (QAA 20116, section 7) this programme aims to develop social work graduates with a professional qualification in social work, who must be able to demonstrate:

- "a sound understanding of the five core areas of knowledge and understanding relevant to social work (social work theory; values and ethics; service users and carers; the nature of social work practice and the organization and delivery of social work services) including their application to practice and service delivery
- an ability to use this knowledge and understanding in an integrated way, in specific practice contexts
- an ability to use this knowledge and understanding to engage in effective relationships with service users and carers and relationships with other professionals and through supervision
- appraisal of previous learning and experience and ability to incorporate this into their future learning and practice, including engagement with supervision
- acknowledgement and understanding of the potential and limitations of Social Work as a practice-based discipline to effect individual and social change
- an ability to use research and enquiry techniques with reflective awareness, to collect, analyse and interpret relevant information
- a developed capacity for the critical evaluation of knowledge and evidence from a range of sources.

They must also

- apply creatively a repertoire of core skills of problem-solving; communication; working with others; personal and professional development and the use of technology and numerical skills.
- communicate effectively with service users and carers, and with other professionals
- integrate clear understanding of ethical issues and relevant codes or standards of ethics, conduct and practice with their interventions in specific situations
- consistently exercise an appropriate level of autonomy and initiative in individual
- decision-making within the context of supervisory, collaborative, ethical and organisational requirements
- embed skills of critical reflection on their performance and take responsibility for modifying action and learning in light of this."

Qualifying social work degrees aim to develop students as social scientists, professionals and qualified practitioners, through the integration of subject-specific knowledge, values and skills.

The development of this programme responds to the continuing need for highly qualified social work practitioners regionally and nationally and has been developed with employers and other key stakeholders or partners in mind, including students, professional bodies, government departments and those people who receive or require social work services. Consultation events to inform the curriculum have been held with programme partners/employers and with current students, and their helpful and constructive feedback has been integrated into the development of the programme.

The programme meets our duties as an education provider for social work in according with Social Work England's Professional Standards and Standards for Education and Training. The revision of this programme also incorporates the Social Work *Professional Capabilities Framework (BASW)*. The programme also meets the QAA subject benchmark (2012) for the provision of social work education.

The programme is designed to ensure that those people who will use social work services in the future are served by highly skilled and well-educated practitioners. The programme encourages academic rigour and evidence-based practice in the form of practitioner research in the practice of social work, recognising the complexities and multiple aspects of evidence in social work practice (see Pawson et al., 2003).

As the BA (Hons) Social Work award is linked to registration with Social Work England and provides the professional qualification to practice as a social worker, the non-qualifying awards will be entitled Applied Social Studies in order to differentiate these from the qualifying award, acknowledging protection of the title Social Worker, under the Care Standards Act (2000)

There is the fullest possible involvement of service users and carers in the recruitment of students, the management of the programme, its assessment and quality assurance of the programme as required by Social Work England.

In the qualifying social work programmes, there is no conceptual separation between learning and teaching on placement and learning and teaching in the university. Each aspect informs the other and university learning will enable students to demonstrate social work capabilities: the values, skills and knowledge in practice and the integration of theory in practice.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The Faculty of Health and Social Sciences aims 'to support students to become graduates and professional practitioners who in turn will enrich the lives of individuals and communities in their care.' The suite of qualifying social work programmes in HSS are designed to align with the current strategic plan and with BU2025. The *Fusion* model of integrating research, education and professional practice is demonstrated by the interests of the programme team and of the students participating in these programmes. For example, the programme team are research active and publish in themes relating to social work practice and social work education; the curriculum is informed by current research and evidence-based practice; and team members hold professional qualifications in social work practice and in teaching and supporting learning in higher education. The programme team are engaged in pedagogic innovations, including the active participation of people who use services in recruitment, delivery and assessment of learning and in PIER partnership research projects aligned to societal needs (https://www1.bournemouth.ac.uk/about/our-faculties/faculty-health-social-sciences/public-involvement-education-research/pier-news)

LEARNING HOURS AND ASSESSMENT

Practice Learning Placements are mandatory, and the specified number of days are mandatory. 'It is expected that the student will work 'full time', which is the equivalent of 35 hours per week / 7 hour day with at least half an hour lunch break (not included), for example 9.00am – 4.30pm. The student is required to take 3½ hours study time every five days of placement (or 7 hours every 10 days). In a 70 day placement therefore, the student is entitled to take 7 study days (or 14 half days). These should be negotiated with the Practice Educator and placement and should be booked in advance. Study time cannot be accumulated beyond one day per 10 days. All hours of work should be recorded and verified by the Practice Educator. Student recall days to the University count as part of the 70 days and must be attended.' (Extract from Practice Learning Handbook 2018).

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners and service users and carers. For information about staff involved in supporting and assessing Practice Learning see the section Placement Elements.

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A Subject Knowledge and Understanding During their qualifying undergraduate programme of study in social work, students should acquire, critically evaluate, apply and integrate knowledge and understanding in the following five core areas of study: social work services, service users and carers, the service delivery context, values and ethics, social work theory and the nature of social work practice. These include: A1 In-depth knowledge of the social processes that lead to marginalisation, isolation and exclusion and their impact on the demand for social work services, service users and carers and their links to problems of inequality and issues of diversity. A2 In-depth knowledge and critical understanding of service delivery contexts including the location of contemporary social work, the issues and trends in modern public and social policy and the significance of legislative and legal frameworks	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1 – A8); • seminars (A1 – A8); • directed reading (A1-8); • use of the VLE (A1-8); • independent research (for dissertation) (A1-8). • Practice Learning in agency settings (A1-8)
A3 Critical understanding of the functions of other professionals in relation to the health and social well-being of service users and carers (inter-professional/collaborative practice). A4 Critical understanding of the scope and complexity of the social and political philosophies, policies and priorities that impact on social work practice. A5 Critical understanding of the moral concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers across the globe A6 In-depth knowledge of the psychological and psychosocial perspectives to understanding individual and social development and functioning. A7 In-depth knowledge and critical understanding of social work theory, including research-based concepts, sociological perspectives and appraisal of relevant social research and evaluation methodologies and the evidence base for social work. A8 In-depth knowledge of the nature of social work practice including the characteristics of practice in a range of community-based and organisational settings, the processes of reflection and evaluation, the range of approaches for evaluating service and welfare outcomes and of collaborative practice.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (A1 - 8); • critical literature review (A1-8) • Practice learning portfolio(A1-8) • In class test (A6) • Presentations (A3 and 8)

B: Intellectual skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:
Social Work graduates are expected to act effectively in complex circumstances that therefore need to become accountable, reflective, critical and evaluative. This involves learning: B 1 Critical appraisal of relevant social research and evaluation methodologies. B 2 The integration of theoretical perspectives and evidence from national and international research into the design and implementation of effective social work intervention with a wide range of service users, carers and others. B 3 Independent, reflective and critical thinking skills. B 4 The critical analysis of theoretical perspectives and evidence from national and international research, in assessment and decision-making processes in social work practice.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1 – B6); • seminars (B1 – B6); • directed reading (B1 – B6); • use of the VLE (B1 – B5); • independent research (particularly for critical literature review) (B1 – B6). • Practice learning in agency settings (B1-6)
B 5 The synthesis of critical evaluation and analysis into new and more effective service delivery. B 6 Research-mindedness and critical awareness of evidence-based practice.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (B1 - B5); • critical literature review (B1 – B6) • Practice Learning portfolio (B1-6)
C: Practical and subject-specific skills Social work graduates should acquire and integrate skills in the following five core areas; manage problem-solving activities, gather information, be able to analyse and synthesise knowledge and evidence their knowledge of a range of interventions and evaluation processes. This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
C 1 communicate effectively with service users and carers, and with other professionals C 2 integrate critical understanding of ethical issues, values and codes of professional practice. C 3 apply models and methods of assessment, including factors underpinning the selection and testing of relevant information, the nature of professional judgement and the processes of risk assessment in a range of settings	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1 - C3); • coursework essays (C1 - C3, C5, C7); • independent research for critical literature review (C1 – C2);

C 4 consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical, organisational requirements including professional body requirements	• group exercises (C3 – C5) • practice learning in agency settings (C1-7)
C 5 facilitate effective inter-disciplinary, inter-professional and inter-agency collaboration and partnership	• poster presentation (C6 and C7)
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
C 6 take account of the impact of inequality and discrimination in work with people including issues of diversity	• open book class tests (C1, C4);
C 7 demonstrate habits of critical reflection on their performance and professional development and take responsibility for modifying action in light of this	• coursework essays (C1, C2, C3, C5, C7); • critical literature review (C1, C2, C5, C7). • practice learning portfolio (C1-7)
D: Transferable skills This programme/level provides opportunities for students to: Social Work graduates should demonstrate the following skills; analytical thinking, building relationships, working as a member of an organisation, intervention, evaluation and reflection. Some of these skills are specific to social work but many are also widely transferable. These include:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
D 1 Use appropriate computer systems and information technology for a variety of purposes including communications, data storage and retrieval, and information searching.	**Learning and teaching strategies and methods** (referring to numbered Intended Learning Outcomes): • lectures (D1 – D5);
D2 Demonstrate a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;	• seminars (D1- D5); • use of the VLE (D1 - D5);
D 3 Study and research independently	• directed reading (D1- D5).
D 4 Present structured arguments and communicate their work and findings to others.	• Practice learning in agency settings (D1-6)
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
D5 demonstrate openness and sensitivity to diversity in terms of other people, cultures and practice settings	• coursework essays (D1 – D5)
D6 Seek and use supervision effectively.	• Presentations (D1-5) • Practice Learning portfolio (D1-6)

LEVEL 5 INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A 1 The application of social and psychological theories to the practice of social work A 2 The legal and ethical frameworks of social work applied in a number of specific practice settings A 3 Concepts of anti-discriminatory practice, empowerment and advocacy applied to working with specified client groups A 4 The application of social work practice including interprofessional/collaborative practice A 5 A clear understanding of the structure, policies and directions of statutory, voluntary and independent agencies that impact on the social worker	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1- A4); • seminars (A1 – A4); • directed reading (A1-4); • use of the VLE (A1-4); • practice learning in agency settings (A1-5)
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (A1-5); • Practice portfolio (A1-5).
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B 1 Relate theoretical concepts and frameworks to the practice of social work B 2 Assess and respond to the needs of a range of clients in practice B 3 Reflect on the outcomes of interventions and modify behaviour of both self and client B 4 Use evidenced research to review and assess practice and to identify the need for change where necessary. B 5 Recognise different approaches to the management and delivery of services to a range of client groups.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1- 5); • seminars (B1 – 5); • directed reading (B1-5); • use of the VLE (B1-5); • practice learning in agency settings (B1-5)

	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (B1-5); • Practice portfolio (B1-5).
C: Practical skills and subject specific skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
C 1 Apply modern communication and information technology to service delivery. C 2 Apply a variety of models and methods of assessment to a specified range of service users and carers. C 3 Apply different approaches and methods of intervention in a range of community-based settings, C 4 Work with other professional groups to meet the needs of clients in the community	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1- 5); • seminars (C1 – 5); • directed reading (C1-5); • use of the VLE (C1-5); • practice learning in agency settings (C1-5)
C 5 Take account of the impact of inequality and discrimination in working with service users and carers in particular contexts.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (C1-5); • Practice portfolio (C1-5). The integration of theory and practice will be assessed through the practice portfolios at Level 5, as well as by assignments and tasks focused on analysing practice in the light of theoretical understanding.
D: Transferable skills This programme/level/stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
D1 Use appropriate computer systems and information technology for a variety of purposes including communications, data storage and retrieval, and information searching;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Independent study (D1-2) • seminars (D1-4);

D 2	Gather and analyse information from a wide range of sources and by a variety of methods, for a range of purposes.	• use of the VLE (D1-4); • directed reading (D1-4).
D3	Be articulate in both verbal and written communication	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
D4	demonstrate openness and sensitivity to diversity in terms of people, cultures and practice settings	• coursework assignments (D1-4); • Practice portfolio (D1-4).

LEVEL 4 INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
A 1 The nature of social work services and the legal requirements and professional boundaries that shape the nature of services provided. A 2 The scope and complexity of social work practice, including interprofessional/ collaborative working A 3 The general ethical and legal frameworks of social work, its practices and that of other professions A 4 The psycho-social context of social work A 5 Social science theories explaining group and organisational behaviour, adaptation and change.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1- A5); • seminars (A1 – A5); • directed reading (A1 -5); • use of the VLE (A1-5); • Court visit (A3) • Blended learning (A1-5) • Shadowing a social worker (A1-3)
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (A1-5) • group presentation (A3 and 4) • Portfolio of professional readiness (A1-3)
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:

B1 The development of knowledge and understanding of social work theory B2 The conceptualisation of social work as an application of theories of psychology and social science to the practice of social work. B3. The appreciation of the paramount significance of an ethical, moral and legal framework for social work practice. B4. The appreciation of the evidenced based nature of social work in theory and practice	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1 - B4); • seminars (B1 – B4); • directed reading (B1 – B4); • use of the VLE (B1 – B4); • groupwork activities
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (B1 – B4); • group presentation (B3)
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
C1 Recognition of different approaches to management, leadership and quality in public and independent human services. **C2** The ability to apply modern communication and information technology to service delivery **C3** Understand and conceptualise human situations, taking into account a variety of factors **C4** Develop an understanding of the impact of inequality and discrimination in work with people in particular contexts and problem situations.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1 – C4); • seminars (B1 – B4); • directed reading (B1 – B4); • use of the VLE (B1 – B4); • groupwork activities
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (C1 – C4); • group exercises (C1, -C4). • presentation (C4)

D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
D1 Use appropriate computer systems and information technology for a variety of purposes including communications, data storage and retrieval, and information searching; **D2** Gather information from a wide range of sources and by a variety of methods, for a range of purposes. **D3** Be articulate in written and spoken communications	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D1 – D3); • seminars (D1- D3); • use of the VLE (D1 – D3); • directed reading (D1- D3).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework assignments (D1 – D3); • group exercises and activities (D1-3)

ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: BA (Hons) Social Work | Bournemouth University

ASSESSMENT REGULATIONS

The assessment regulations are the University's Standard Undergraduate Assessment Regulations with the following approved exceptions.

Compensation
Compensation within or across units does not apply in this programme (ETS 6.1 meeting standards of proficiency for the relevant part of the Register).

Award
To be eligible for the award of BA (Hons) Social Work, students must have achieved the required academic credits and have successfully completed a minimum of 170 days of assessed practice placement. The awards lead to eligibility to apply for registration with the regulatory body for social work: Social Work England).

Exit Awards
CertHE, DipHE, BA and Aegrotat awards will not confer eligibility to register (ETS 1.1) and will be titled 'Social Studies' as indicated earlier in the Programme Specification.

Provision for failed practice placements
The Assessment Board will permit a student who fails a practice placement unit at the first attempt, to be reassessed on one occasion only. Further repeat attempts for placement units are not permitted. Additionally, a student who fails practice placement must be denied a retrieval attempt if the failure originally occurred on grounds of professional unsuitability (ETS 5.2 re structure, duration and range of practice learning and ETS 6.2 re standards of conduct).

External Examiners
To meet the requirements of the Health and Care Professions Council, at least one external examiner for the programme must be appropriately experienced and qualified, and be registered on the relevant part of the professional register. (ETS 6.1)

Recognition of Prior Learning
There is no RPEL for Practice Learning. In addition to the University's standard admission regulations, students entering the programme with English as a second language are required to have achieved IELTS level 7 (ETS 2.3 re good command of English).

Complaints and Appeals
The Bournemouth University Academic Regulations, Policies and Procedures must include clear guidance on the student complaints and appeals policies and procedures (Social Work England ETS 6.6 Assessment).

Duration of Programmes
In accordance with Social Work England requirements, students will not be able to extend their programme registration beyond five years after their original starting date (ETS 4.4 re relevant and current practice).

NB: Whilst Social Work England do not set a time frame for what it considers to be current, the Social Work programmes continue to work in line with limits set by the previous Social Work regulator (GSCC) This is in line with all Social Work professional programmes in England and comparable with other regulatory body requirements e.g. RCOT requirement 4.2 Standard 2.

https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf

PLACEMENT ELEMENTS

Practice Learning in the BA (Hons) Social Work

Practice learning is central to the qualifying social work programme at BU and is mandatory. Developing evidenced based practice is integral to all academic and practice based units. The programme has been designed to enable students to develop autonomous thought, critical reflection, professional competence, skills and values; and approaches to learning which value the expertise of people with first-hand experience. Practice learning opportunities within the programme offer opportunities for students to meet new challenges, work in a diverse range of organisations and settings and to effectively apply knowledge from one situation or setting to another. Through this process they are supported to develop personally and professionally and to become competent practitioners ready to undertake employment in an increasingly complex workplace.

Practice learning at BU is guided by the recommendations of the British Association of Social Work and the requirements of Social Work England. Students spend at least 170 days gaining required experience and learning in practice settings and 30 days focusing on skill development.

Each student will have experience:

- in at least two practice settings

- of statutory social work tasks involving legal interventions

- in applying knowledge from one situation or setting to another

- of managing risk and complexity

Readiness to undertake direct practice

All students will undergo assessed preparation for direct practice to ensure their safety to undertake practice learning in a service-delivery setting. Our focus is both on supporting students to prepare for effective practice learning and evidenced based practice and to assess their readiness. Preparation and assessment includes opportunities to develop a greater understanding of the experience of service users; to develop and practise skills and to shadow a qualified social worker.

Strengths of practice learning at BU

Practice learning is a key strength of the BU Social Work programmes due to:

- The reputation of the Social Work programme in the region

- Guaranteed final placement for students within a statutory social work team

- The partnerships we have developed with local authorities

- The partnerships we have developed with a large range of IVP sector agencies

- Involvement and contributions of the BU PIER (Public Involvement in Education and Research) partnership in the assessment of student's practice (specifically role plays as part of readiness for direct practice an assessed presentations in both substantive placements)

- The expertise, experience and knowledge of the Practice Learning Team enhanced through national involvement and published research into practice learning and pedagogy

- Integration of practice issues and evidenced based practice in all university and practice based units

- A dedicated placement coordinator who works to support existing placements, networks and partnerships and in actively exploring new opportunities and partnerships

- Support and CPD opportunities to all placement supervisors and practice educators through regular link days, placement supervisor courses, safeguarding and child protection training and regional CPD days delivered in collaboration with the Practice Educator Learning Partnership (PELP)

- A team of practice tutors who provide links, support and quality assurance of placements through direct contact with students, placements and Practice educators.

The pattern of practice learning in agencies for BA (Hons) Social work students:

In year one student's complete preparation to undertake practice learning and assessment of their readiness followed by a service user led unit to develop their knowledge and skills in the community
In year two of the programme students complete a 70 day placement in accordance with the recommendations of Social Work England. Placements are found, allocated and supported by the University.

In year three students will complete a further 100 day placement. Again, these placements will be found, allocated and supported by the University.

Current partnership arrangements will be built on and extended, both locally and regionally, to ensure an appropriate range of practice learning opportunities are available to meet the regulatory body requirements, including opportunities in statutory social services departments, education welfare, youth offending teams, community projects, supported housing projects, and in a diverse range of voluntary and independent agencies. Opportunities for practice learning in organisations such as the Youth Service, Schools, Primary Care Trusts, Health Care Trusts and Probation will continue to be explored.

Bournemouth University have a number of offsite qualified practice educators who work with the programme. Bournemouth University have maintained high quality practice education by only using qualified practice educators in all placements and in providing regular link days and placement supervisor workshops for participating placement staff and Practice Educators and by contributing to regional PE learning partnership network events.

Placement Process

The processes developed for finding, quality assuring, matching, allocating, tracking, monitoring and evaluation of placements will ensure that students meet the Department of Health Requirements in terms of days, statutory interventions, client groups and learning opportunities. A Practice Allocation Panel meeting is held to allocate all placements and this includes representation from local stakeholders. Placements are then monitored and quality assured by placement tutors providing the link between placements, students and the practice learning team during the placement period in addition to a series of link days for placement supervisors and practice educators and recall days for students. Evaluation of placements is also ensured through feedback forms completed by students, practice educators and placement supervisors. Any issues are reviewed by the university based practice teaching staff.

There may be circumstances when a student may need to have an extension to their placement period. This will be organised by the Practice Learning Team in consultation with the placement and the student.

It is an expectation of the programme that in practice settings students will be seen as supernumerary to the staff team and, as such, will be entitled to a specified amount of 'study time', in order to reflect on and analyse their practice learning.

All Practice Educators used at both first and final substantive placements are qualified (or in training). Support is provided in collaboration with stakeholders through the PE learning partnership to ensure that all PE's meet the Practice Educator Professional Standards (PEPS). A programme of link days (six per year); placement supervisor workshops (two per year) and regional practice learning workshops (three per year) are provided by the university and our local authority partners to enable PE's to achieve and maintain these standards

Programme Specification - Section 2

Units		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6
Programme Intended Learning Outcomes																												
LEVEL 6	Professional practice with Adults	*	*	*	*	*		*	*	*		*	*	*	*		*				*	*	*	*	*	*	*	
	Professional practice with Children & their families	*	*	*	*	*		*	*	*		*	*	*	*		*				*	*	*	*	*	*	*	
	Understanding Mental Health & Substance Use	*	*	*	*	*	*	*	*	*		*	*	*	*		*				*	*	*	*	*	*	*	
	Critical Literature review	*						*	*	*	*	*	*	*	*		*		*		*	*	*			*	*	*
	Final Substantive Placement (Part A and Part B)	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Dissertation																											
LEVEL 5	First Substantive Placement (Part A and Part B)	*	*	*	*	*		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*
	Applying Social Work Models and Methods	*	*	*		*	*	*	*	*	*	*	*	*	*		*		*		*	*	*		*	*	*	
	Relationship Skills in social work	*					*	*	*	*			*	*	*		*				*	*	*	*	*	*	*	
	Social justice and social work	*	*		*	*		*	*			*	*	*	*		*				*	*	*	*	*	*	*	
	Research for Professional Practice							*	*	*	*	*	*	*	*	*	*			*	*	*	*	*		*	*	
																					*	*						
LEVEL 4	Psycho-social perspectives of the Life Course	*	*	*			*	*	*		*		*		*		*				*	*	*	*	*	*	*	
	Social exclusion and Discrimination	*	*			*		*	*		*		*		*		*				*	*	*	*	*	*	*	
	Foundations for Professional practice and research						*	*	*	*	*		*		*	*	*			*	*	*	*	*	*	*	*	
	Readiness for Direct Practice in Social Work	*				*	*					*		*	*	*			*		*	*	*	*	*	*	*	*
	Learning from lived experience	*	*	*		*	*		*			*		*	*	*			*	*	*	*	*	*	*	*	*	
	Law and social policy	*	*		*	*	*					*		*		*					*	*	*	*	*		*	*

A – Subject Knowledge and Understanding

This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

A 1   In-depth knowledge of the social processes that lead to marginalisation, isolation and exclusion and their impact on the demand for social work services, service users and carers and their links to problems of inequality and issues of diversity.

A2   In-depth knowledge and critical understanding of service delivery contexts including the location of contemporary social work, the issues and trends in modern public and social policy and the significance of legislative and legal frameworks

A 3   Critical understanding of the functions of other professionals in relation to the health and social well-being of service users and carers (inter-professional/collaborative practice).

A 4   Critical understanding of the scope and complexity of the social and political philosophies, policies and priorities that impact on social work practice.

A 5   Critical understanding of the moral concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers across the globe

A 6   In-depth knowledge of the psychological and psychosocial perspectives to understanding individual and social development and functioning.

C – Subject-specific/Practical Skills

Social work graduates should acquire and integrate skills in the following five core areas; manage problem-solving activities, gather information, be able to analyse and synthesise knowledge and evidence their knowledge of a range of interventions and evaluation processes. These include:

C 1   communicate effectively with service users and carers, and with other professionals

C 2   integrate critical understanding of ethical issues, values and codes of professional practice.

C 3   apply models and methods of assessment, including factors underpinning the selection and testing of relevant information, the nature of professional judgement and the processes of risk assessment

C 4   consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical and organisational requirements

C 5   facilitate effective inter-disciplinary, inter-professional and inter-agency collaboration and partnership

C 6   take account of the impact of inequality and discrimination in work with people including issues of diversity

C 7   demonstrate habits of critical reflection on their performance and professional development and take responsibility for modifying action in light of this

A 7 In-depth knowledge and critical understanding of social work theory, including research-based concepts, sociological perspectives and appraisal of relevant social research and evaluation methodologies and the evidence base for social work. A8 In-depth knowledge of the nature of social work practice including the characteristics of practice in a range of community-based and organisational settings and the processes of reflection and evaluation and the range of approaches for evaluating service and welfare outcomes.	
B – Intellectual Skills Social Work graduates are expected to act effectively in complex circumstances that therefore need to become accountable, reflective, critical and evaluative. This involves learning: B 1 Critical appraisal of relevant social research and evaluation methodologies. B 2 The integration of theoretical perspectives and evidence from national and international research into the design and implementation of effective social work intervention with a wide range of service users, carers and others. B 3 Independent, reflective and critical thinking skills. B 4 The critical analysis of theoretical perspectives and evidence from national and international research, in assessment and decision-making processes in social work practice. B 5 The synthesis of critical evaluation and analysis into new and more effective service delivery. B 6. Research-mindedness and critical awareness of evidence-based practice.	**D – Transferable Skills** Social Work graduates should demonstrate the following skills; analytical thinking, building relationships, working as a member of an organisation, intervention, evaluation and reflection. Some of these skills are specific to social work but many are also widely transferable. These include: D 1 Use appropriate computer systems and information technology for a variety of purposes including communications, data storage and retrieval, and information searching D2 Demonstrate a range of interpersonal skills including effective listening, negotiating, persuasion and presentation; D 3 Study and research independently D 4 Present structured arguments and communicate their work and findings to others. D5 Demonstrate openness and sensitivity to diversity in terms of other people, cultures and practice settings D6 Seek and use supervision effectively.